DEPARTMENT OF PLANNING

ANNA UNIVERSITY, CHENNAI

Vision:

We envision our Students get imparted planning education, which contributes ability to unlock their full potential to enable them to reach the pinnacle of the Profession.

Mission:

1. Change curriculum and syllabus to meet needs of service organisations and consultants in the planning profession.
2. Establish close collaboration with Departments and practising professionals in Planning/Alumni to get placements to Students, undertaking Thesis/Projects, offering guest lectures and organising Seminars/Workshops/Training Programs/Internships.
3. Impart soft skills such as communication, presentation, group discussion and decision taking.
4. Encourage, motivate and inspire students to have positive attitude and to aim high to scale greater heights in the profession.
ANNA UNIVERSITY: CHENNAI- 600 025
UNIVERSITY DEPARTMENTS
REGULATION- 2019
CHOICE BASED CREDIT SYSTEM
MASTER OF PLANNING (M.PLAN) - FULL TIME

1. PROGRAMME EDUCATIONAL OBJECTIVES (PEOs):

   i) Become an urban and regional planner with knowledge and understanding of the socio-economic, cultural, physical, environmental, political, legal and management aspects of urban and rural settlements.

   ii) Become part of urban and regional planning authorities, local governments, housing development agencies or other related public agencies.

   iii) Become a professional consultant who can independently/jointly offer support in planning and executing the various activities of the planning process.

   iv) Become a researcher to critically investigate planning concepts, theories, and techniques to advocate newer theories, innovative concepts and technology driven analytical tools for better management of human settlements.

   v) Become an activist to influence policies and strategies of the government at various levels for a sustainable development and enhancement in quality of life of the citizens.

2. PROGRAMME OUTCOMES (POs):

   After going through two years of study, M.Plan Graduates will exhibit ability to:

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<tr>
<td>PO 1</td>
<td>An ability to independently carry out research/ investigation and development work to solve practical problems in the field of urban and regional planning and development.</td>
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<tr>
<td>PO 2</td>
<td>An ability to write and present planning documents, technical reports including plan documents of urban and rural settlements.</td>
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<tr>
<td>PO 3</td>
<td>An ability to demonstrate a degree of mastery over the understanding of the functioning of human settlements at various levels and to articulate contextual planning interventions required for sustainable development.</td>
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<tr>
<td>PO 4</td>
<td>A willingness to engage in undertaking socially useful activities related to planning and development of neighbourhood, town/city and region with an exposure to best practices in the field of planning and latest technologies as planning tools.</td>
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<tr>
<td>PO 5</td>
<td>A level of understanding of socio-economic and environmental consequences of planning strategies and maturity to collectively work in groups and evolve consensual decisions towards achieving principle goals of development.</td>
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<tr>
<td>PO 6</td>
<td>A level of ability and knowledge to participate and strengthen the institutional mechanism for development of the planning education and practice.</td>
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PEO / PO Mapping:

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Mapping of Course Outcome and Programme Outcome

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## ANNA UNIVERSITY, CHENNAI
### UNIVERSITY DEPARTMENTS
### MASTER OF PLANNING (M.PLAN) – FULL TIME
### REGULATIONS 2019
### CHOICE BASED CREDIT SYSTEM
### CURRICULA AND SYLLABI FOR I TO X SEMESTER

### SEMESTER I

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**TOTAL** | 8 | 1 | 20 | 29 | 21 |         |         |                             |

**Internship Training** of 4 weeks full time during the vacation in an Organization, which is engaged in Planning activities and approved by the Department

### SEMESTER IV

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**TOTAL NO. OF CREDITS:** 72
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**TOTAL CREDITS** 6*

*Credits for 2 Professional Electives to be chosen
**EMPLOYABILITY ENHANCEMENT COURSES (EEC)**

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<td>GIS Modeling in Urban and Regional Planning</td>
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<td>TP5112</td>
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**TOTAL CREDITS** 36

**AUDIT COURSES (AC)**

Registration for any of these courses is optional to students

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Total Credits 0

**SUMMARY**

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OBJECTIVES:

- Understand the way macro-economic processes such as de-industrialization, segregation, and sub-urbanization have interacted to create areas of concentrated urban poverty.
- Examine the character and consequences of social life in the inner-city neighborhood settings.
- Explore the role of built environment in shaping social interactions, and understand how space is related to mechanisms of both formal and informal social control.
- Understand how the city works and how the decisions about urban space are made and excluded.

UNIT I  INTRODUCTION TO URBAN ECONOMICS AND SOCIOLOGY  9
Definition of Economic / Public / Private good, Equilibrium price, Agglomeration economics, Diseconomies of Scale, Opportunity cost, Market and Non-market mechanism, Society and community, Urbanization, Urbanism, Sub-urbanism and Gentrification, Rural - Urban continuum, Conurbation, slums, Neighborhoods, Ecology, Typology of Urban Centers - Relevance of urban economics and sociology to Urban and Regional Planning.

UNIT II  URBAN PUBLIC ECONOMICS  9

UNIT III  HOUSING AND REAL ESTATE MARKETS  9

UNIT IV  THEORIES OF URBAN SOCIOLOGY AND URBAN SOCIAL STRUCTURE  9

UNIT V  PUBLIC POLICIES AND URBAN PLANNING  9
Public policies and Social& Spatial organization of Cities and its effect on urban living and social Interaction – Persistence of slums and Indian experiment to fight slum poverty and environmental degradation – Places as commodities, the City as a growth machine – Cities: Historical, Psychological, Cultural, and Demographical Perspectives – Technology effects on social conduct and public spaces.

TOTAL PERIODS: 45

LEARNING OUTCOME:
Enable the students to think and analyze the spatial planning attributes from the social and economic perspective and facilitate students to get sensitized about society and environment.

REFERENCES:

TP5102 PLANNING THEORY AND PRACTICE L T P C 3 0 0 3

OBJECTIVES:
• Become familiar with the history of planning emphasizing lessons learnt.
• Understand the constraints for the plan preparation and implementation.
• Appreciate the relevance of various theories to the current planning practice.
• Comprehend fundamentals of planning process.
• Understand the role of planning in government and private sectors.

UNIT I INTRODUCTION 8

UNIT II PLANNING THEORIES AND RATIONAL PLANNING 9

UNIT III URBAN AND REGIONAL PLANNING PROCESS 12
Concept, Objectives and contents of Urban and Regional Plans – Regional Plan, Master Plan, New Town Development Plan, Smart City plan, Zonal Development Plan, Detailed development Plan and Local Area Plan - Planning Process in the formulation and implementation of Urban and Regional Plans – Application of systems approach, Choice theory and advocacy planning in the planning process- Current Planning Practice in India and the way forward – Planning in Western context and lessons therefrom for India.

UNIT IV PLAN EVALUATION AND IMPLEMENTATION 8
Need for evaluation - Inseparability of planning and evaluation - Planning theories and evaluation - Methods of evaluating development plans, Introduction to Project evaluation -Realization of policies and strategies and Implementation of Development Plans, Resources and constraints for plan implementation, Land, Finance and Legal.
LEARNING OUTCOME:
Get introduced to the history of spatial planning and the students develop the ability to understand various modes of planning and earn the skill to apply basic analytical and optimizing techniques needed.

REFERENCES:

OBJECTIVES:
- Develop comprehension in application of statistical and quantitative techniques and understanding the conceptual application of geo-spatial technology in urban and regional planning.
- Familiarize with case studies in the application of planning techniques.
- Expose students in modeling urban and regional development.

UNIT I BASIC STATISTICAL TECHNIQUES

UNIT II STATISTICAL INFERENCE
UNIT III  DEMOGRAPHIC ANALYSIS  9

UNIT IV  ADVANCED PLANNING TECHNIQUES  10

UNIT V  MAPPING AND DEVELOPMENT OF DECISION SUPPORT SYSTEM  10
TOTAL PERIODS: 45

LEARNING OUTCOME:
The students will gain skills in compilation and presentation of planning data. Also they will become capable of using fundamental statistical methods in analyzing planning data, drawing inferences and decision making. Further, the students will develop understanding over the demographic characteristics of population, various measures of demography and their measures useful in planning. They will earn the skill to apply advanced planning techniques and design/develop information system for planning.

REFERENCES:

<table>
<thead>
<tr>
<th>TP5104</th>
<th>URBAN AND RURAL HOUSING</th>
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OBJECTIVES:
- Expose students about origin growth and development of human settlements.
- Understand the character of rural and urban housing.
- Outline the issues concerning housing in the Indian context.
- Understand the housing policies and agencies responsible for housing development.

UNIT I  EVOLUTION OF HUMAN SETTLEMENTS  9
UNIT II  RURAL AND URBAN HOUSING  
Rural housing in India - Typology of housing and housing character in Indian context – Early urban centers / cities, Mughal period. Before independence and After independence – Industrial townships - Satellite towns / New towns – Residential neighborhoods.

UNIT III  HOUSING AND INFRASTRUCTURE  
Formal and informal settlements – Homelessness - Housing standards for various income category – Housing development – Slum housing and redevelopment programmes – Sites and services schemes – Socio - economic and special aspects of housing – Community facilities.

UNIT IV  HOUSING DESIGN AND CONCEPTS  
Traditional housing, Row housing, Cluster housing - Affordable housing – Green house and ecofriendly housing – Gated community – Housing density – Layout preparation.

UNIT V  HOUSING GOVERNANCE  
National housing policy – Demand and supply – Housing development agencies and their role – Finance– Housing information system – Cost effective materials and technologies for housing.

LEARNING OUTCOME:
Students are introduced to the evolution of settlements housing and community living. Also to understand the types of housing during various time period. It also facilitates students to explore the past and relate with the technology and culture towards living environment of modern society.

TOTAL PERIODS: 45

REFERENCES:

TP5111  GIS MODELLING IN URBAN AND REGIONAL PLANNING  
L T P C  
1 0 4 3

OBJECTIVES:
- Train the students in building GIS models for urban and regional planning applications with hands on experience of spatial data, attribute data input and experiment with GIS analysis.

UNIT I  INTRODUCTION  
Classification of spatial and non-spatial data, Projection and Coordinate systems, Preparation of map – Purpose of the map, Topic, Format, Scale, Audience, Production and Reproduction of map, Data base concepts – Primary key, Foreign Key, ER diagram, Passive and Active Remote
Sensing, Image Processing – Spectral Signature Curve, GPS, Aerial Photograph, Satellite Imagery, LIDAR and Drones in Physical Planning, Commercial and open source GIS packages

UNIT II SPATIAL DATA INPUT 15
Defining the objectives of GIS planning problems – Identification of required spatial data layers – Coding schemes – National Urban Information System – Digitization of spatial data – Editing spatial data for the given planning problem

UNIT III ATTRIBUTE DATA INPUT 15
Image Processing – Geo-referencing of Satellite Imagery, Cadastral Map, Role of attribute data in defining geographic features – Adding attribute data file – Topology generation – Joining attribute data to its geographic features

UNIT IV SPATIAL ANALYSIS USING GIS 15
Generation of 3-D Model in GIS, Performing overlay functions – Manipulating attribute data, Preparation of Existing Land use – Map and report generation, Network Analysis

UNIT V URBAN LAND USE MODELING 15
Need for model – Land use suitability analysis, Preparation of Land use Map – Urban land use modeling, Transitional potential modeling and land allocation modeling.

TOTAL PERIODS: 75

LEARNING OUTCOME:
The outcome of this course is to provide students with a comprehensive understanding of the concepts, techniques, methods used in GIS and application of those methods to prepare Existing and Proposed Land use maps.

REFERENCES:

TP5112 PLANNING STUDIO I L T P C
0 0 10 5

OBJECTIVES:
- Development of communication skills – Map preparation, report writing and presentation skills.
- Understanding of various surveys relating to preparation of plans for Urban and Rural Settlements.
- Preparation of plans for micro - level units.

A) STUDY AT VILLAGE LEVEL - Structure of village, Current Rural Improvement Programmes, Structure of administration, Household Survey and Identification of problems.
B) STUDY ON URBAN LAND USES - Land use Zones – Activities that are permissible in each zone – Their functional and spatial characteristics – Land and building use survey - Issues related to functions and spaces.

C) PLANNING AT RESIDENTIAL LAYOUT LEVEL - Review of literature - Existing act and byelaws - Design criteria’s - Study of existing layouts - Site analysis - Alternative designs - Finalization of designs, Cost of the projects and model.

TOTAL PERIODS: 150

LEARNING OUTCOME:
Students are introduced to explore village life and compare it with that of urban life with reference to land use and activities. Also the student will have the ability to conceptualize analytically and have to prepare a residential layout.

TP5201 CITY AND METROPOLITAN PLANNING L T P C
2 1 0 3

OBJECTIVES:
- Understand evolution of planning and the scope of city and a metropolitan planning
- Learn the actual process of plan making at different levels
- Aware of development regulations and plan implementation
- Understand the importance of urban renewal in today’s context.

UNIT I INTRODUCTION
Contemporary theories and concepts in city planning – Planning during Pre-Independence and Post-Independence era in India

UNIT II DEVELOPMENT PLAN
Plan making process, Delineation of planning area, Assessment of developmental issues – Plan period and phasing - Projection of requirements - Formulation of aim and objectives - Development proposals and land use planning - Delineation of zones - Resource mobilization - Implementation mechanism - Monitoring and review, Public participation.

UNIT III PLAN IMPLEMENTATION AND REGULATION

UNIT IV URBAN RENEWAL
Urban renewal as a part of metropolitan plan - Techniques of identification of urban renewal areas - Conservation, Rehabilitation and Redevelopment - Management of urban renewal areas - Incentive zoning and Transfer of Development Rights.

UNIT IV CASE STUDIES
Critical appraisal of City and Metropolitan Planning in India through Case Studies

TOTAL PERIODS: 45

LEARNING OUTCOME:
As an outcome of the above course the student will have the ability to conceptualize, analytically define, and treat city plan and metropolitan plan professionally. They would earn skills in preparing and reviewing the above plan.
REFERENCES:

TP5202 REGIONAL PLANNING AND DEVELOPMENT L T P C

OBJECTIVES:
- Understand the concept of regional planning and analytical tools for regional analysis
- Develop knowledge in theories of regional development and their relevance in present context
- Facilitate students to develop the skills in applying various methods and techniques of regional planning.

UNIT I CONCEPT OF REGIONAL PLANNING 9
Concept and need for regional planning and regional development–Sustainable regional developmentanditscomponents–Region&itstypes-Regionalization-Evolution of regional planning.

UNIT II TECHNIQUES OF REGIONAL ANALYSIS 9
Input Output analysis-Shift and Share analysis-Concentration and Dispersal Theory - Industrial Location Theory: Understanding in the present context of Development.

UNIT III GROWTH MODELS 9
Growth pole and growth center-Coreperiphery concept – Central place theory-Agricultural and use model- Models of industrialization and regional development- Resource allocation models.

UNIT IV REGIONAL DEVELOPMENT PATTERN 9
Regional disparities-Resources in regional development- Multi-level planning-District planning-Special area development programmes and schemes-Rural development schemes.

UNIT V CASE STUDIES 9
Regional planning in India- Regional planning-National & International case studies.

TOTAL PERIODS: 45

LEARNING OUTCOME:
The students will understand he need for Planning at various levels & especially the thrust and focus of regional planning. The students will become familiar with the contents, approach and methodology of preparation of Regional Plans. They will also learn important concepts & techniques in Regional Planning.
REFERENCES:

TP5203 TRAFFIC AND TRANSPORTATION PLANNING L T P C
2 1 0 3

OBJECTIVES:
- Give an insight into city development and transportation, salient features of road geometrics and intersection, traffic management, traffic surveys and studies, planning aspects of different mass transportation systems, elements of sustainable urban mobility and new trends in transport development.

UNIT I CITY DEVELOPMENT AND TRANSPORT 9

UNIT II ROAD GEOMETRIC AND INTERSECTIONS AND ROAD CAPACITIES 10

UNIT III TRAFFIC SURVEYS AND TRAFFIC MANAGEMENT 10

UNIT IV TRANSPORT PLANNING 8
Outlining the 4-stage transportation planning process and its interrelation with master planning process – Need and benefits of land use and transport integration – Different mass transit modes – Capacities – Limitations – Planning aspects – Para transit modes – Private transport modes – Inter-modal integration – Unified transportation authority.

UNIT V SUSTAINABLE URBAN MOBILITY 8

TOTAL PERIODS: 45

LEARNING OUTCOME:
Understanding of urban transportation planning process, its relationship to transportation facilities development, and evaluation for urban transportation planning, and possible means of achieving project and societal objectives.
REFERENCES:

TP5204  PLANNING LEGISLATION AND PROFESSIONAL PRACTICE  L T P C 3 0 0 3

OBJECTIVES:
- Make students aware and understand the relevance of constitution and legislation in relation to spatial planning.
- Facilitates students to experience implications of the existing legislations relating to planning and its importance and shortcomings.
- Expose students to problems and prospects of urban and regional planning in terms of professional practice.

UNIT I  THE CONCEPT AND THE RELEVANCE OF THE CONSTITUTION AND PLANNING LEGISLATION  8
The national goals of the Constitution and its relevance to Planning – Transformation of Rights to property from a fundamental right to legal right - Concept of the Planning Law - Historical evolution of Planning Law in India and in the United Kingdom and their inter-relationship – Planning Legislation as a positive tool in preparation and implementation of urban and regional plans.

UNIT II  TOWN AND COUNTRY PLANNING LEGISLATIONS AND LAWS GOVERNING LOCAL BODIES  10

UNIT III  LAWS INCIDENTAL TO PLANNING AND THEIR IMPLICATIONS  10

UNIT IV  DEVELOPMENT REGULATIONS AND BUILDING RULES AND THEIR ENFORCEMENT  9

UNIT V  PROFESSIONAL PRACTICE, CODE OF CONDUCT AND INSTITUTIONS

Multiple tasks of Planners in the Planning and Development Process of cities and regions in public and private sectors – Expression of interests, Terms of Reference for different practice and charges - career options and prospects – Professional ethics and code of conduct – Role of Professional Institutions at the National and international level in the promotion of the Profession.

TOTAL PERIODS: 45

LEARNING OUTCOME:
Knowledge acquired in various Acts/Laws relating to spatial planning will enable the students to apply them in professional practice as well as apply in their day to day life. Orientation towards the significance of planning rules and regulations would help students to deal urban and regional planning issues within framework of human rights and environmental protection.

REFERENCES:
3. Department of Municipal Administration and Water Supply, Government of Tamil Nadu, Chennai 'The Chennai City Municipal Corporation Act, 1919',
4. Department of Municipal Administration and Water Supply, Government of Tamil Nadu, Chennai, Tamil Nadu District Municipalities Act, 1920,
5. Department of Rural Development, Government of Tamil Nadu, 'Tamil Nadu Panchayat Act, 1994'.
8. The Government of Tamil Nadu, 'Tamil Nadu Housing Board Act', 1961
17. MAWS, Government of Tamil Nadu, Tamil Nadu Parks, Play Fields and Open Spaces (Preservation and Regulation), Act, 1958.
22. MAWS, Government of Tamil Nadu, Tamil Nadu Municipal Building Rules, 1972
24. Indian Roads Congress, IRC Code 062, Guidelines for control of access on Highways
OBJECTIVES:
- Intends to provide an in-depth study of approaches for policy formulation, implementation and evaluation.
- Provide a critical analysis of policies that are directly connected with inclusive sustainable urban development.

UNIT I APPROACHES IN PUBLIC POLICY MAKING

UNIT II POLICY MAKING – POWERS AND ROLES

UNIT III POLICY IMPLEMENTATION

UNIT IV POLICY EVALUATION

UNIT V CASE STUDIES OF POLICIES

TOTAL PERIODS: 45

LEARNING OUTCOME:
The students will gain knowledge in the process of policy making, implementation and evaluation in terms of its significance and contextual perspectives. Also, students would be exposed to existing policies relevant planning of urban and rural settlements at the National and State levels.

REFERENCES:
OBJECTIVES:

- To train students in the preparation of development plan conceived with in the framework of the approved perspective plan of a medium size town having a plan period of 5 or 10 years.

The students are focused to learn to review and prepare plan for a medium size town such as Development Plan/Master Plan/Structure Plan. The plan would include components, such as Physical Characteristics, Natural Resources, Demographic Characteristics, Economic base, Employment, Shelter, Transportation, Social and Infrastructure facilities, Finance, Institutional set-up etc.

An urban settlement would be selected based on the selection criteria and the information regarding the components stated above would be collected both from the primary and secondary sources and analyzed.

A Stake holders consultative meeting is also conducted at the field level. A report/maps/charts are the media through which the case study is expected to be presented.

TOTAL PERIODS: 150

LEARNING OUTCOME:
The students will develop the knowledge and skills necessary to prepare development plan for a town.

OBJECTIVES:

This course aims at examining techniques and procedures relevant for project planning and implementation in developing countries, including project identification, feasibility analysis, design and implementation monitoring. It also considers how to evaluate economic and distributive effects of completed or ongoing infrastructure development projects.

UNIT I INTRODUCTION TO PROJECT FORMULATION

Overview of the project cycle—Planning process and project planning—Search for project ideas—Strategies in capital allocation—Key elements in project formulation—Methods and tools for project formulation—Project identification and selection—Preparation of feasibility reports.

UNIT II PROJECT ANALYSIS


UNIT III PROJECT APPRAISAL


UNIT IV PROJECT FINANCING AND IMPLEMENTATION

Funding options for urban development projects—Tender procedure—TamilNadu transparency in tenderrules—Organizational aspects in project management—Network techniques for project management.
LEARNING OUTCOME:
Plan identifies projects and the success of plans depends on Implementation of identified projects. Inthiscontext,studentswilldevelopknowledgeimportantaspectsofprojectformulation, criteria for project appraisal and project management.

REFERENCES:

OBJECTIVES:

- To train students in the preparation of Block Development Plan/District Plan/Regional Plan for a Block/ District/or for a group of Districts

Elaboration of the principals and techniques adopted and learnt themes and planning projects. Application of the mesand techniques of planning in the preparation of development plan sat regional, district, blocks, central village and village level, along with community action and participation plans. Review of regional plan contents, methods and practices at local, national and international levels. Studies and analysis would consist of survey, local renewable development, settlement distribution pattern, environmental protection, institutional and implementation framework. Conducting Stakeholders meeting to assess the community needs becomes very important input for the preparation of development plans. Identification of projects programmes and schemes with funding sources.

LEARNING OUTCOME:
The students will be trained and developed with necessary skills to prepare block/district/regional level development plans with the overall understanding of the objectives and scope of the plans for varying spatial entities.

TOTAL PERIODS:150
OBJECTIVES:

- Develop knowledge and skills in identifying appropriate literature for a given topic of research/study, draw inferences and understanding from a wide range of literature and suitably use the knowledge acquired in the context of study undertaken.

The preparation of Thesis is undertaken in two phases. Thesis Phase I is undertaken in III Semester and the Phase II in IV Semester.

Students shall be required to undertake thesis work in the areas of relevance and concern in the urban and regional development process. The broad areas of study would include

1. Planning for region, urban development and renewal
2. Planning for infrastructure development
3. Urban governance, management and finance
4. Environmental and sustainable development
5. Housing, heritage conservation and tourism
7. e-Governance and urban local governments and e-Participation of communities in city infrastructure planning and development
8. Any other emerging areas in the field of urban and regional planning.

During the Phase I, the students collect, review literature on the Thesis topic and enrich their knowledge on the topic of thesis. The inferences drawn and ideas synthesized from the literature will help the students to frame appropriate methodologies for the Phase II of their Thesis and also in evolving appropriate and tested solutions for issues identified in the topic of Thesis. A formal report written systematically on the topic of thesis will be produced as part of the course.

TOTAL PERIODS: 150

LEARNING OUTCOMES:
A well laid plan/methodology for Phase II of the Thesis towards identification of issues, setting up objectives, drawing viable proposals on the topic of thesis.

OBJECTIVES:

- To help the students to have direct understanding of the practice of planning profession
- To help the students to formally and informally interact with the Officials engaged in planning to enhance employability of the students.

The students shall undertake the Internship Programme, in an Organization engaged in activities relating to Urban & Regional Planning for a period of 4 weeks. The Internship Training is a imediat providing the necessary acumen and knowledge to the students to become employable by any Planning Organization. The Internship is also expected to make familiar the practical demands and complexities of planning. The students may also utilize the Internship Programme to strengthen the quality of their Thesis works.

The students are expected to complete the Internship Training before the commencement of the third semester and enroll for the same in the third semester. The students shall submit an Internship Training Report, on or before the last working day of the third semester. The student’s shall be evaluated on the basis of the Report submitted through a Viva-Voce Examination, as part of the End Semester Examinations of the third semester.
LEARNING OUTCOME:

Enrichment in their theoretical understanding of the planning principles and concepts and better preparedness of the students for employment in the planning profession.

TP5411  
THESIS – PHASE II  
L T P C  
0 0 22 11  

OBJECTIVES:

- To develop the knowledge and skills to carry out independently the tasks such as identification of development issues through a well laid out methodology and offering rational solutions towards sustainable development of the urban and rural settlements.
- To develop the necessary skills on documenting the plan proposals.

During the Phase II of the Thesis, the students shall apply the literature knowledge gained in the Phase I to specific Case Study areas/topics to identify developmental issues and offer solutions for the same. The outcome of Phase I will also help the students to frame appropriate methodologies for the Phase II Thesis and also in evolving innovative and tested solutions for issues identified in the case studies. A formal report written systematically on the topic of thesis will be produced as part of the course.

The thesis shall be submitted in the form of thesis report, presentation drawing sheets, slides and posters etc. Thesis work submission also includes all relevant information in a CD.

TOTAL PERIODS: 330

LEARNING OUTCOME:

Ability to understand sectoral and spatial issues emerging as a consequence to development and scientifically analyze the planning issues, apply solutions appreciating the principles of planning in a democratically acceptable and a justifiable manner.

TP5001  
DEVELOPMENT MANAGEMENT REGULATIONS  
L T P C  
3 0 0 3  

OBJECTIVES:

- Familiarize the students on the concept of development and highlight the importance of regulated physical development.
- Acquaint the students on the importance of Master Plan approach, with particular reference to land use zones, and regulations relating to development of land and buildings.

UNIT I  
INTRODUCTION TO DEVELOPMENT MANAGEMENT  
Introducing Act relating to Town Planning- Aspects of development- Physical, Social, and Economic – Importance of physical development - Need for regulatory measures – Tools for regulating the development - Master plan and development regulations.

UNIT II  
ACTS RELATING TO LAND DEVELOPMENT  
Indian forest act 1927 – Environmental protection act 1986 – Indian monument act – Hill region development act – Regulations relating to development of integrated townships, Special economic zones, export processing zones, and IT Parks.

UNIT III  
MASTER PLAN AND LAND USE ZONING  
Interface between Master Plan proposals and land use zoning – Classification of land use zones compatible and non-compatible uses - Basis for preparation of proposed land use plans, Existing land use - Plan proposals - Physical characteristics and constraints – Demographic
projections, Linkages to transportation network and environmental issues – Need and methods
for regulating the use/activity within land use zones.

UNIT IV    LAND DEVELOPMENT REGULATIONS AND PLANNING NORMS  10
Norms governing residential and industrial layouts - Linkage, Hierarchy of roads, Plot
size, Frontage, and Open Space Reservations – Reservation of land for EWS - Allocation of land
for public purposes - Classification of buildings - Building Height, Number of floors, Floor space
index – Parking requirements - Provision of utilities and services.

UNIT V    CASE STUDIES  8
Tamil Nadu Combined Development and Building Rules, 2019, Special Economic Zone and
Information Technology parks developments in Tamil Nadu.

TOTAL PERIODS: 45

LEARNING OUTCOME:
The students will develop the skills required to prepare comprehensive land development
proposals and gather requisite capabilities to scrutinize the land and building development
proposals initiated by the public and private.

REFERENCES:
1. Chennai Metropolitan Development Authority, ‘Second Master Plan for Chennai
Metropolitan Area 2026’ 2008.
2006.
Development Project Formulation and Implementation Guidelines’ 2015.
5. Government of Tamil Nadu, ‘Tamil Nadu Combined Development and Building Rules, 2019
New Delhi, 2016.

TP5002    E-GOVERNANCE AND COMMUNITY PLANNING  L  T  P  C
3  0  0  3

OBJECTIVES:
- Make students to understand that planning is a public domain activity wherein the
community has a significant role in planning, executing and managing development in their
local areas.
- Further to understand the demands of modern technology for stakeholders participation in
decision making and the delivery of civic services.

UNIT I    GOVERNMENT & GOVERNANCE  12
Constitution and democracy - Government Vs. Governance - The role of community in the
formation of government - The involvement of people in governance of the Local government –
Existing pattern of government and people relationships – Government system and public
administration in India and other nations

UNIT II    COMMUNITY PLANNING  8
Community-types and characteristics – Socio-economic and spatial planning and its influence in
community planning in India – Community planning: theories, models and practice in India and
abroad.
UNIT III  COMMUNITY PARTICIPATION  
Meaning, level, methods and approaches – Community centered participation Vs. Government centered community participation - Experience from developed and developing countries towards community participation at social, economic, political and environment development

UNIT IV  E-GOVERNANCE AND E- GOVERNMENT  
E-Governance – Concepts, practices and experience from India and other countries - e-Readiness and government - e-Governance in business, trade, industry, banking, NGO’s and people.

UNIT V  E-GOVERNANCE AND E- PARTICIPATION  
Role and practice of e-Governance in civic and social infrastructure service delivery by Urban Local Governments – myths and realities, success and failed e-Governance and e-Participation projects in India and other countries.

LEARNING OUTCOME:
Understanding the means of improving the governance at the local level and the importance of community participation and the use of technology to connect with people in decision making process.

REFERENCES:

TP5003  PLANNING FOR RESILIENT HUMAN SETTLEMENTS  
L T P C  
3 0 0 3  
OBJECTIVES:
The objective of this course is to make the students understand that sooner or later, we need to plan resilient cities for its sustainable future taking note of socio-economic, environmental, and environmental consequences of development for survival.

UNIT I  PRINCIPLES FOR URBAN RESILIENCE  

UNIT II  LAWS ON DISASTER MANAGEMENT  
Laws on Disaster Management – General, Fire, Explosive, Flood, Dam Burst, Tsunami and Cyclone, Lightning, Earthquake, Snow avalanches/Landslide, Chemical/Industrial/Nuclear, Biological, Poisoning, Accident, Accident, Stampede, Epidemic Diseases, Drought, Cloud burst, Pest attack, Frost and Cold Wave.
UNIT III  NDMA GUIDELINES AND REPORTS  9

UNIT IV  THE PRACTICE OF URBAN RESILIENCE  9

UNIT V  CASE STUDIES  10
Disaster Resilient case studies - Earthquakes, Urban Flooding, Tsunami, Cyclones, Landslides, Heat waves and Optimal seawall height based on risk analysis with land use and soft measures.

TOTAL PERIODS: 45

LEARNING OUTCOME:
The outcome of this course is to enable students to plan and implement resilient cities based upon the theory, experiences and methods.

REFERENCES:

TP5004  REAL ESTATE DEVELOPMENT  L T P C  3 0 0 3

OBJECTIVES:
- This course applies the latest economic thinking and research to the task of analyzing real estate markets and forecasting supply or demand.

UNIT I  INTRODUCTION  9
Introduction to real estate - Definition, principles of real estate - Value concepts - Methods of valuation - Introduction to real property ownership - Leasing property and succession - Methods of sale/purchase and title search.

UNIT II  INVESTMENT AND LAWS  9
Real estate investment analysis and portfolio management - Foreign direct investment (FDI) - Role of NRIs and PIOs in the investment market - Marketing and brokerage - Introduction to various laws related to real estate.
UNIT III  REAL ESTATE PROJECT FORMULATION  9
Real estate project formulation - Real estate development process - Asset management, property insurance, taxation and fiscal incentives - Government policies and industry organization - Public-private partnerships and joint ventures, rating, and risk assessment.

UNIT IV  HOUSING MARKETS  10
Concepts and definitions, housing market, area, the purpose - Nature of housing market studies-factors affecting housing prices, housing market behavior - Estimation of housing need, housing demand and identification of housing stress - Factors affecting local housing market - Housing demand and supply market process - Housing search residential mobility and filtering causes and consequences - Policy influence on housing market - The formal and informal housing markets and their impact on urban poor, public - Co-operative and private sector housing market, process and supply institutional frame work.

UNIT V  CASE STUDIES  8
Case studies of real estate development in public, private, partnership sectors - Real Estate as facilitatorof development - Development of real estate as a tool for controlling land and property prices - Transaction and renting of real estate - Lease deeds/ sale deeds, sale documents, registration - Mortgage and pledging.

TOTAL PERIODS: 45

LEARNING OUTCOME:
The outcome of this course is to provide students with a comprehensive understanding of major functional areas of real estate, including legal aspects, finance, economics, real estate practice and appraisal.

REFERENCES:

TP5005  RURAL DEVELOPMENT  L T P C
3 0 0 3

OBJECTIVES:
- Help students to understand the need and requirements of rural development and the effectiveness of the public policies and programmes in this regard.

UNIT I  INTRODUCTION  8

UNIT II  LAND AND ITS UTILIZATION  8
UNIT III SOCIO ECONOMIC FACTORS FOR RURAL DEVELOPMENT
Rural settlement, typology, structure, spatial significance; Rural Settlement Analysis: Types, activity, environment and economic interface in rural habitat, technology in rural settlement. Role and the place of village industries in Indian economy - Approach to Rural Industrialization Policies and Programmes for Rural Industries, Types of Rural market.

UNIT IV RURAL INFRASTRUCTURE PLANNING
Planning principles for village and community norms. Rural Infrastructure Development: Infrastructure Policy: Regulatory and Facilitative, Investment Requirement at various levels and actual investments in Infrastructure; Role of Infrastructure in rural development, Critical Infrastructure in rural development, and Indicators of infrastructure development in defining rural development, standards and benchmarks for infrastructure provision and delivery at various levels; basic need and rural sanitation, water supply, hygiene and drainage, technology transfer and options.

UNIT V RURAL DEVELOPMENT POLICIES

TOTAL PERIODS: 45

LEARNING OUTCOME:
The outcome of this course is to provide students with a comprehensive understanding of Rural area in terms of land use Planning, Socio Economic factors to be considered for rural development, Rural infrastructures to be provided and prevailing policies for rural development.

REFERENCES:

TP5006 TOURISM PLANNING AND DEVELOPMENT

OBJECTIVES:
• To make students aware of the methods and aspects concerned towards preparation of tourism plan and managing environmentally sensitive areas.

UNIT I INTRODUCTION TO TOURISM
Definition, concepts, sectors, and perspectives - Purpose of tourism planning - Planning view, scale and development.
UNIT II  TOURISM AND ENVIRONMENT  8
Environmental issues and tourism - Carrying capacity and sustainable development – Ecotourism- Landscape, environment and tourism - Natural and man-made heritage and tourism development.

UNIT III  SOCIAL AND ECONOMIC IMPERATIVES OF TOURISM DEVELOPMENT  12
Sociology of tourism – Leisure, recreation and society- Tourist and local community. - Community, Culture, Religion and Visiting Habits - Gender Issues and Tourism - Tourism and social problems - Economics of tourism – Tourism as an industry - Regional and urban economic development - Informal sector and tourism - Business and marketing aspects of tourism.

UNIT IV  TOURISM AND SPATIAL PLANNING TOWARDS URBAN AND RURAL DEVELOPMENT  12
Concepts related to tourism planning-urban and regional planning concepts - Destination planning-concepts, places, issues, and guides - Tourist site planning- processes and sustainability- Nature, scope and issues related to preparation of tourism plan - Sustainable tourism planning - Tourism planning methods and analysis - Transport and other Infrastructure planning and tourism development - Urban and rural based tourism.

UNIT V  TOURISM COMMUNICATION AND MANAGEMENT SYSTEMS  8
Tourism as a system-market, function and external factors - Government and tourism policy and priorities - Role of local community and tourism promotion - Private sector and tourism development - Information technology and tourism management - Tourism as local, regional, national and global perspectives.

TOTAL PERIODS: 45

LEARNING OUTCOME:
Students obtain knowledge and skill to project environment of tourist places and make peoples leisure time safe and enjoyable.

REFERENCES:

TP5007  URBAN DESIGN  L T P C  3 0 0 3

OBJECTIVES:
- To introduce and enable understanding of various aspects of urbanism through historical and theoretical frameworks
- To understand issues of contemporary urban form.
- To understand the role of urban design interventions.
UNIT I INTRODUCTION


UNIT II THEORIES AND ILLUSTRATIONS OF URBAN DESIGN

To understand urban design through reading and illustrations - Ideas of Imageability and townscape - Cullen, Lynch- place and genius loci - Collective memory historic reading of the city and its artifacts - Rossi- social aspects of urban space - Life on streets and between buildings, Life style, gender and class, Jane Jacobs, William Whyte. Contemporary theories in Urbanism - New Urbanism concepts.

UNIT III ISSUES OF CONTEMPORARY URBAN FORM

Introduction to various issues and aspects that impinge on the urban condition today such as globalization, Digital revolution, Contemporary processes, Sustainability, Splintering urbanism through changes in information and communication networks and transportation - Role of big data analytics in inclusive urbanism

UNIT IV URBAN INTERVENTIONS- SUSTAINABLE DEVELOPMENT

Sustainable development – Sustainable Cities Program - Revitalization of Brown Field sites – Transit Metropolis - Case Studies.

UNIT V URBAN INTERVENTIONS- RESTRUCTURING THE CITY

Contemporary Processes in Urban Design- Place making in the Digital Age – Reconfiguring public realm – Urbanization and Excursions on density.

TOTAL PERIODS: 45

LEARNING OUTCOME:

Students develop awareness of urbanism as a phenomenon and understand the urban issues with reference form and knowledge on interventions for restructuring of urban areas which are more sustainable in nature.

REFERENCES:

OBJECTIVES:

• To give an understanding to the students of the institutional mechanism in place for the governance at the local level and their functional and financial powers, capabilities and opportunities.

UNIT I AN OVERVIEW
Organization of local self-governments - The 74th CAA-context and implications - Election of local body governments-need and process - Urbanization process and its Impacts on civic services - Urban development through Five Year Plans - Status of civic services in urban Sector - Investment requirements - Limitation of funds in government and private Sectors.

UNIT II MUNICIPAL FINANCE
Nature and composition of income and expenditure - Limitations and need for revenue enhancements - Expenditure control methods and mechanisms - Budgetary allocation from central and state governments for urban development - Assistance from foreign donors and multilateral agencies - Nontraditional sources of funding – Market access – Pool finance-pre-requisite - Conditions for accessing non-traditional funds.

UNIT III ADDITIONAL FUNDING SOURCES
Types of partnership approaches - Privatization of civic services - Public private partnership Mechanisms - Types of contracts and ownerships - Emerging cost- effective technology interventions - User charged projects – Pricing of services.

UNIT IV RESOURCES BASED ON ACHIEVEMENT OF URBAN REFORMS
Role of state government and urban local bodies - City’s challenge fund - Urban Reforms-implications on resources - Incentive fund - State level pooled - Finance development fund.

UNIT V INSTITUTIONAL CAPACITY ENHANCEMENT
Better finance management and management process – Accounting and budgeting, Asset management and receivables management - Cost center approach – Financial operating plan - City Corporate Plan - Development of urban indicators – Computerization and management information system.

TOTAL: 45 PERIODS

LEARNING OUTCOME:
The students will gain necessary skills to prepare financial operating plans for the municipal bodies and suggest appropriate approaches and financial resources for implementation of various city level projects.

REFERENCES:
2. Course Materials for Training Finance Officers of ULBs by TNUDP II at Anna Institute ofManagement, Chennai – Administrative Staff College, Hyderabad – HSMI, HUDCO, NewDelhi.
OBJECTIVES:

- Students learn the concept and basic principles of sustainable development and understand physical form and the morphology of cities to comprehend resource conservation and infrastructure management.

UNIT I  PRINCIPLES OF SUSTAINABLE CITIES  9
Balancing present and future needs – Integration of economic, social, spatial development with environmental approaches – Social and spatial equity and poverty alleviation – Political empowerment of disempowerment

UNIT II  SUSTAINABLE CITY FORMS  9

UNIT III  RESOURCES CONSERVATION  9
Land and housing resources - Sustainable policies and programs – Conservation of water resources - Optimal utilization of energy through mixed land uses and clustered developments – Protection of coastal resources and reduction of ecological footprint.

UNIT IV  MANAGEMENT OF BASIC AMENITIES & SOCIAL FACILITIES  9
Role of government and people in generating resources.

UNIT V  SUSTAINABLE TRANSPORTATION  9
Sustainable transport system and networks – Eco friendly public transport - Traffic Impact Assessment – Transport demand management

TOTAL PERIODS: 45

LEARNING OUTCOME:

Sustainable principles are considered the panacea for all problems of urban development. In this context, students learn, get courage and confidence to address urban and rural development issues in a sustainable manner.

REFERENCES:

OBJECTIVES

- Teach how to improve writing skills and level of readability
- Tell about what to write in each section
- Summarize the skills needed when writing a Title
- Infer the skills needed when writing the Conclusion
- Ensure the quality of paper at very first-time submission

UNIT I  INTRODUCTION TO RESEARCH PAPER WRITING  6
Planning and Preparation, Word Order, Breaking up long sentences, Structuring Paragraphs and Sentences, Being Concise and Removing Redundancy, Avoiding Ambiguity and Vagueness

UNIT II  PRESENTATION SKILLS  6

UNIT III  TITLE WRITING SKILLS  6
Key skills are needed when writing a Title, key skills are needed when writing an Abstract, key skills are needed when writing an Introduction, skills needed when writing a Review of the Literature, Methods, Results, Discussion, Conclusions, The Final Check

UNIT IV  RESULT WRITING SKILLS  6
Skills are needed when writing the Methods, skills needed when writing the Results, skills are needed when writing the Discussion, skills are needed when writing the Conclusions

UNIT V  VERIFICATION SKILLS  6
Useful phrases, checking Plagiarism, how to ensure paper is as good as it could possibly be the first-time submission

TOTAL: 30 PERIODS

OUTCOMES
CO1 – Understand that how to improve your writing skills and level of readability
CO2 – Learn about what to write in each section
CO3 – Understand the skills needed when writing a Title
CO4 – Understand the skills needed when writing the Conclusion
CO5 – Ensure the good quality of paper at very first-time submission

REFERENCES
OBJECTIVES

- Summarize basics of disaster
- Explain a critical understanding of key concepts in disaster risk reduction and humanitarian response.
- Illustrate disaster risk reduction and humanitarian response policy and practice from multiple perspectives.
- Describe an understanding of standards of humanitarian response and practical relevance in specific types of disasters and conflict situations.
- Develop the strengths and weaknesses of disaster management approaches

UNIT I  INTRODUCTION  6
Disaster: Definition, Factors and Significance; Difference between Hazard And Disaster; Natural and Manmade Disasters: Difference, Nature, Types and Magnitude.

UNIT II  REPERCUSSIONS OF DISASTERS AND HAZARDS  6

UNIT III  DISASTER PRONE AREAS IN INDIA  6
Study of Seismic Zones; Areas Prone To Floods and Droughts, Landslides And Avalanches; Areas Prone To Cyclonic and Coastal Hazards with Special Reference To Tsunami; Post-Disaster Diseases and Epidemics

UNIT IV  DISASTER PREPAREDNESS AND MANAGEMENT  6
Preparedness: Monitoring Of Phenomena Triggering a Disaster or Hazard; Evaluation of Risk: Application of Remote Sensing, Data from Meteorological And Other Agencies, Media Reports: Governmental and Community Preparedness.

UNIT V  RISK ASSESSMENT  6
Disaster Risk: Concept and Elements, Disaster Risk Reduction, Global and National Disaster Risk Situation. Techniques of Risk Assessment, Global Co-Operation in Risk Assessment and Warning, People’s Participation in Risk Assessment. Strategies for Survival

TOTAL : 30 PERIODS

OUTCOMES

CO1: Ability to summarize basics of disaster
CO2: Ability to explain a critical understanding of key concepts in disaster risk reduction and humanitarian response.
CO3: Ability to illustrate disaster risk reduction and humanitarian response policy and practice from multiple perspectives.
CO4: Ability to describe an understanding of standards of humanitarian response and practical relevance in specific types of disasters and conflict situations.
CO5: Ability to develop the strengths and weaknesses of disaster management approaches

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AX5093 SANSKRIT FOR TECHNICAL KNOWLEDGE

OBJECTIVES
- Illustrate the basic sanskrit language.
- Recognize sanskrit, the scientific language in the world.
- Appraise learning of sanskrit to improve brain functioning.
- Relate sanskrit to develop the logic in mathematics, science & other subjects enhancing the memory power.
- Extract huge knowledge from ancient literature.

UNIT I ALPHABETS
Alphabets in Sanskrit

UNIT II TENSES AND SENTENCES
Past/Present/Future Tense - Simple Sentences

UNIT III ORDER AND ROOTS
Order - Introduction of roots

UNIT IV SANSKRIT LITERATURE
Technical information about Sanskrit Literature

UNIT V TECHNICAL CONCEPTS OF ENGINEERING
Technical concepts of Engineering - Electrical, Mechanical, Architecture, Mathematics

OUTCOMES
- CO1 - Understanding basic Sanskrit language.
- CO2 - Write sentences.
- CO3 - Know the order and roots of Sanskrit.
- CO4 - Know about technical information about Sanskrit literature.
- CO5 - Understand the technical concepts of Engineering.

REFERENCES
1. “Abhyaspustakam” – Dr. Vishwas, Samskrita-Bharti Publication, New Delhi
2. “Teach Yourself Sanskrit” Pratham Deeksha-Vempati Kutumbhashstri, Rashtriya Sanskrit Sansthanam, New Delhi Publication
OBJECTIVES

Students will be able to
- Understand value of education and self-development
- Imbibe good values in students
- Let the should know about the importance of character

UNIT I


UNIT II


UNIT III


UNIT IV


OUTCOMES

Students will be able to
- Knowledge of self-development.
- Learn the importance of Human values.
- Developing the overall personality.

Suggested reading

AX5095

CONSTITUTION OF INDIA

OBJECTIVES

Students will be able to:
- Understand the premises informing the twin themes of liberty and freedom from a civil rights perspective.
- To address the growth of Indian opinion regarding modern Indian intellectuals’ constitutional
- Role and entitlement to civil and economic rights as well as the emergence nation hood in the early years of Indian nationalism.
- To address the role of socialism in India after the commencement of the Bolshevik Revolutionin1917and its impact on the initial drafting of the Indian Constitution.

UNIT I

HISTORY OF MAKING OF THE INDIAN CONSTITUTION

History, Drafting Committee, (Composition & Working)

UNIT II

PHILOSOPHY OF THE INDIAN CONSTITUTION

Preamble, Salient Features
UNIT III CONTOURS OF CONSTITUTIONAL RIGHTS AND DUTIES

UNIT IV ORGANS OF GOVERNANCE
Parliament, Composition, Qualifications and Disqualifications, Powers and Functions, Executive, President, Governor, Council of Ministers, Judiciary, Appointment and Transfer of Judges, Qualifications, Powers and Functions.

UNIT V LOCAL ADMINISTRATION

UNIT VI ELECTION COMMISSION
Election Commission: Role and Functioning. Chief Election Commissioner and Election Commissioners - Institute and Bodies for the welfare of SC/ST/OBC and women.

OUTCOMES
Students will be able to:
• Discuss the growth of the demand for civil rights in India for the bulk of Indians before the arrival of Gandhi in Indian politics.
• Discuss the intellectual origins of the framework of argument that informed the conceptualization
• of social reforms leading to revolution in India.
• Discuss the circumstances surrounding the foundation of the Congress Socialist Party[CSP] under the leadership of Jawaharlal Nehru and the eventual failure of the proposal of direct elections through adult suffrage in the Indian Constitution.
• Discuss the passage of the Hindu Code Bill of 1956.

Suggested reading
1. The Constitution of India, 1950(Bare Act), Government Publication.

AX5096 PEDAGOGY STUDIES

OBJECTIVES
Students will be able to:
• Review existing evidence on there view topic to inform programme design and policy
• Making under taken by the DfID, other agencies and researchers.
• Identify critical evidence gaps to guide the development.

UNIT I INTRODUCTION AND METHODOLOGY
Aims and rationale, Policy background, Conceptual framework and terminology - Theories of learning, Curriculum, Teacher education - Conceptual framework, Research questions - Overview of methodology and Searching.
UNIT II  THEMATICAL OVERVIEW
Pedagogical practices are being used by teachers in formal and informal classrooms in developing countries - Curriculum, Teacher education.

UNIT III  EVIDENCE ON THE EFFECTIVENESS OF PEDAGOGICAL PRACTICES
Methodology for the in depth stage: quality assessment of included studies - How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy? - Theory of change - Strength and nature of the body of evidence for effective pedagogical practices - Pedagogic theory and pedagogical approaches - Teachers’ attitudes and beliefs and Pedagogic strategies.

UNIT IV  PROFESSIONAL DEVELOPMENT
Professional development: alignment with classroom practices and follow up support - Peer support - Support from the head teacher and the community - Curriculum and assessment - Barriers to learning: limited resources and large class sizes

UNIT V  RESEARCH GAPS AND FUTURE DIRECTIONS
Research design – Contexts – Pedagogy - Teacher education - Curriculum and assessment - Dissemination and research impact.

TOTAL: 30 PERIODS

OUTCOMES
Students will be able to understand
- What pedagogical practices are being used by teachers informal and informal classrooms in developing countries?
- What is the evidence on the effectiveness of these pedagogical practices, in what conditions, and with what population of learners?
- How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy?

Suggested reading

AX5097  STRESS MANAGEMENT BY YOGA

OBJECTIVES
- To achieve overall health of body and mind
- To overcome stress

UNIT I
Definitions of Eight parts of yoga.(Ashtanga)

UNIT II
Yam and Niyam - Do’s and Don’t’s in life - i) Ahinsa, satya, astheya, bramhacharya and aparigraha, ii) Ahinsa, satya, astheya, bramhacharya and aparigraha.
UNIT III
Asan and Pranayam - Various yog poses and their benefits for mind & body - Regularization of breathing techniques and its effects - Types of pranayam

TOTAL: 30 PERIODS

OUTCOMES
Students will be able to
• Develop healthy mind in a healthy body thus improving social health also
• Improve efficiency

SUGGESTED READING
1. ‘Yogic Asanas for Group Training-Part-I”: Janardan Swami Yoga bhyasi Mandal, Nagpur
2. “Rajayoga or conquering the Internal Nature” by Swami Vivekananda, Advaita Ashrama (Publication Department), Kolkata

AX5098 PERSONALITY DEVELOPMENT THROUGH LIFE ENLIGHTENMENT SKILLS L T P C

OBJECTIVES
• To learn to achieve the highest goal happily
• To become a person with stable mind, pleasing personality and determination
• To awaken wisdom in students

UNIT I
Neetisatakam-holistic development of personality - Verses- 19, 20, 21, 22 (wisdom) - Verses- 29, 31, 32 (pride & heroism) – Verses- 26, 28, 63, 65 (virtue) - Verses- 52, 53, 59 (don’ts) - Verses- 71, 73, 75, 78 (do’s)

UNIT II
Approach to day to day work and duties - Shrimad Bhagwad Geeta: Chapter 2-Verses 41, 47, 48 - Chapter 3-Verses 13, 21, 27, 35 Chapter 6-Verses 5, 13, 17, 23, 35 - Chapter 18-Verses 45, 46, 48.

UNIT III
Statements of basic knowledge - Shrimad Bhagwad Geeta: Chapter 2-Verses 56, 62, 68 Chapter 12-Verses 13, 14, 15, 16, 17, 18 - Personality of role model - shrimad bhagwad geeta - Chapter 2-Verses 17, Chapter 3-Verses 36, 37, 42 - Chapter 4-Verses 18, 38, 39 Chapter 18 – Verses 37, 38, 63

OUTCOMES
Students will be able to
• Study of Shrimad-Bhagwad-Geeta will help the student in developing his personality and achieve the highest goal in life
• The person who has studied Geeta will lead the nation and mankind to peace and prosperity
• Study of Neet is hatakan will help in developing versatile personality of students.

Suggested reading
1. Gopinath, Rashtriya Sanskrit Sansthanam P, Bhartrihi’s Three Satakam, Niti-sringar-vairagya, New Delhi, 2010